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ABSTRACT

GRADES OR AGES: K-6. SUBJECT MATTER: Health. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into two main sections, one each for primary grades and intermediate grades. Each section contains seven to eight units on such topics as safety, nutrition, dental health, and mental health. The guide is printed and staple bound with a paper cover. OBJECTIVES AND ACTIVITIES: Each unit contains a list of general objectives, concepts to be developed, and suggested activities. Activity descriptions range from very specific and detailed to very general. They include classroom discussions, teacher demonstrations, field trips, and visits by community members such as policemen, firemen, or dentists. INSTRUCTIONAL MATERIALS: Each unit contains a list of resources, including audiovisual aids and printed materials. Annotations are provided for films and filmstrips listed. Films are particularly emphasized in the lower grades. The guide also includes a list of sources (with addresses) for books, films, filmstrips, pamphlets, posters, and records. STUDENT ASSESSMENT: No mention. (RT)

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HEALTH EDUCATION
in
OKLAHOMA
ELEMENTARY SCHOOLS
GRADES K-6

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Recommendations of the State Health Committee
of
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and
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State Department of Education
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OKLAHOMA STATE DEPARTMENT OF EDUCATION
Oliver Hodge, Superintendent
1967

FOREWORD

A good health education program includes the mental and the social as well as the physical well-being of the individual. The attainment of sound mental and physical health depends on a variety of conditions only some of which represent the possible contributions of the public schools. Through the years, good health practices, both in and out of school, have been stressed through the continued help of both the public schools and the health department. The provision of health services, a healthful school environment, and the emphasis on good health practice have done much to upgrade the health of the entire nation. A much greater emphasis, however, should be placed on health programs for our students.

The teaching of health should provide the development of understanding of the way in which the body operates, the condition for effective body functioning, and an appreciation of the values of hygenic living. Another important responsibility of the schools is to provide opportunities for satisfying physical activities and the development of interest in the habits of daily exercise, because the children probably find little chance for these activities in their community.

The purpose of this guide is to help provide guidance and to assist schools in planning an effective program of health instruction. Teachers are urged to expand and improve upon this material whenever possible and not limit themselves solely to the curriculum guide. We hope our health program will be strengthened through the use of this manual. The committee hopes that this bulletin will also serve as stimuli for further creative effort on the local level.

This guide is regarded as tentative in establishing a health education program. We are looking forward to its revision based upon the suggestions of the teachers who use it.

I wish to thank the teachers, college personnel, consultants, Oklahoma State Department of Health, special health agencies, and all of those who have assisted in developing this curriculum guide in health education. I am confident that we can provide a better program for all our students with your continued cooperation and assistance.

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The State Department of Health's participation in the development of a Guide for Health Education in the public schools is an outgrowth of the continuing partnership of the official state agencies for education and public health. These two organizations have grave responsibilities for the well-being of the children of Oklahoma. As we work together to create and improve health programs, our focus is always on the people in local communities who deliver the actual services - the teachers and the public health nurses who work directly with the children and their parents.

The philosophy of the health department is that health is the factor that conditions all activities and behavior. Health teaching, therefore, is a natural part of teaching about any subject that impinges on our daily living. It is not a separate area of knowledge, but is interwoven throughout the child's learning about himself, his fellow beings, the world in which he lives. Activities that promote health enable the young person to derive more benefit from all school tasks and to achieve his goals in school and in the larger society. Preparation for adult living, the overall intent of public education, requires education about physical and emotional health, about family life and future roles in society, as well as promotion of physical, emotional and social well-being in the student.

To the teachers we commend these guidelines only as a framework. The outline and suggestions will serve as a checklist which the creative and knowledgeable teacher will supplement, expand and adapt to meet the needs and capabilities of his students, his school and his community. The staffs of the state and county health departments stand ready to give assistance when teachers want their help in carrying out health teaching in the schools.

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On April 13, 1966 the State Health Committee of the Oklahoma Curriculum Improvement Commission accepted the responsibility of organizing a Health Institute to be held at Oklahoma State University, Stillwater, Oklahoma in cooperation with the Oklahoma State Department of Health.

The members of the Health Institute held at Oklahoma State University from June 6 to June 24, 1966 were: Director Dr. Willis J. Baughman, Professor, University of Alabama; Assistant Director, Dr. Ann Brown, Professor, Oklahoma City University, Oklahoma City, Oklahoma; Mrs. Letha Crowder, Teacher, Stillwater, Oklahoma; Mr. J. C. Dodman, Teacher, Oklahoma City, Oklahoma; Mrs. Janice Dunham, Teacher, Durant, Oklahoma; Mrs. Walene Folks, Teacher, Moore, Oklahoma; Mr. Dennis Gibson, Teacher, Yale, Oklahoma; Mr. James Harris, Teacher, Stillwater, Oklahoma; Mr. Gerald Heusel, Teacher, Oklahoma City, Oklahoma; Miss Mildred Hibbert, Teacher, Ponca City, Oklahoma; Mr. Earl Hornbuckle, Teacher, Perry, Oklahoma; Mrs. Frances Jacobson, Teacher, Ardmore, Oklahoma; Miss Wanda Legako, Teacher, Okmulgee, Oklahoma; Mrs. Julia A. Martin, Teacher, Sand Springs, Oklahoma; Mrs. Cynthia Marie Murray, Teacher, Guthrie, Oklahoma; Mr. Louis Osborn, Teacher, Cushing, Oklahoma; Mrs. Peggy R. Peckham, Teacher, Enid, Oklahoma; Mr. Herman D. Stewart, Teacher, Hugo, Oklahoma; Mrs. Colleen V. Surrett, Teacher, Tulsa, Oklahoma; Miss Lulu May Waas, Assistant Director of Girls Elementary Physical Education, Tulsa, Oklahoma.

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INTRODUCTION

Primary Grades

The health behaviors developed during the first years of school serve as the foundation for healthful living throughout life. Children at this age are self-centered and are interested in the "here and now." They express themselves through movement and noise and learn best in active participation. Children are a product of past experiences which cannot be changed, but can be understood and new experiences arranged which will meet both individual and group health needs. The physically healthy child is one who has a well-balanced program, including diet, rest, sleep and exercise, and coordinates his physical activities in a skilled way.

The emotional development of children shows a strong desire for affection and help. Since they are easily upset, this is the time to build positive mental health attitudes by helping children understand themselves and others. Children need the feeling of being wanted and belonging to a group. They like being respected and treated as an individual. Recent investigations suggest that learning and character development takes place most readily when teachers really care for their students.

This guide is planned around the centers of interest just mentioned. Every child proceeds from the known to the unknown in the learning process. It is the teacher's responsibility to guide toward a desired goal. In the primary grades the method used should be simple, natural, and direct.

UNIT I

The Safe Way

(Recommended for Kindergarten or First Grades)

A. Introduction: Accidents are the leading cause of death of children. Most accidents of young children occur at home. The majority of these accidents occur in the yard, living room, and kitchen respectively. Burns, cuts and falls are the leading causes of home accidents. The purpose of this unit is to develop safety concepts and skills in an organized and comprehensive way, that should help each child to take more responsibility for his own safety.

B. General Objectives

1. To understand new responsibilities for safety as the child's world widens.
2. To alert children to their need for safety precaution, and provide understandings which will permit them to live safely with today's hazards to health.

3. To provide opportunities for children to develop appreciation and respect for those who aid in their safety.
4. To provide each child with a knowledge of the way to get help in case of an accident or fire.

C. Concepts To Be Developed

1. To and from school

   a. Parents and teachers can help us to know the safest route to and from school. It is better to use this route than to take short cuts, and go directly home when school is out.

   b. Walk on sidewalks and not in the street so that we will not be hit by cars. If there are no sidewalks, walk on the side of the road facing the cars coming toward us.

   c. Strange dogs may bite us, so we leave them alone.

   d. If someone we do not know offers us a ride or tries to give us some candy or a present, we say "no, thank you" and stay with our friends or go on our way.

   e. The traffic policeman and safety patrol are our friends. Obey them because they protect us.

   f. When riding in a car or bus, sit quietly so that the driver is not disturbed.

2. In Our Home

   a. Keep toys and other things off of the stairs. Also, keep playthings out of the driveway. This helps to prevent accidents.

   b. We do not take pills or medicines unless our parents or the doctor gives them to us.

   c. Hot water in the tub or washbowl can burn us or our younger brothers and sisters. We must turn on the cold water first.

   d. After a bath put the soap in the container before getting out of the tub. This saves us from a fall from stepping on the soap.

   e. Fire is very dangerous when it gets out of control. Do not play with matches or with fire. If a fire gets started, run to the nearest adult to get help.

   f. Guns and firecrackers can kill or hurt people. Leave them alone.

3. In Our Classroom
   a. We have rules in our school building which help to keep us from getting hurt or causing accidents. These are:
      1. Keep to the right in halls, on stairs, and going through doorways.
      2. Carry chairs with the back next to us.
      3. Sit straight on chairs and keep feet where other children will not trip over them.
      4. Carry scissors with points downward.
      5. Walk when going up and down steps. Do not run.
      6. Do what the teacher has taught us when the fire gong or bell rings.

4. On Our Playground
   a. We do these things so that we will not get hurt or hurt other people.
      1. Play in our own area.
      2. Take turns.
      3. Keep from pushing or shoving others.
      4. Throw balls carefully.
      5. Obey the rules.
      6. Use playground equipment the way we have been taught.

D. Suggested Activities
   1. Tour the playground the first week of school. Supervise **each child** as he takes his turn using playground equipment.
   2. Tour the building to get acquainted with indoor facilities. Learn to walk on the right side in halls and through doors. Meet the principal, the custodian, and other teachers.
   3. Practice fire drills frequently when children are new in the school. Much practice is needed to avoid panic.
   4. Mark the classroom floor with chalk and have children practice ways to avoid accidents when using streets and sidewalks. Visit the nearest intersection and practice crossing the street.

5. Construct a model community in a sand table, using milk cartons or blocks for houses; leaves and sticks for trees; toy cars and clothes pin dolls which can be moved around to illustrate safety practices.
6. Make a bus out of a large cardboard box and have children dramatize getting on and off a bus.
7. Decide on three things that a child can do to make his home a safer place to live. Have each child check his own home to put these three things into practice.
8. Have a puppet show to illustrate various safety practices.
9. Have a fireman visit the class and relate to the children ways they can help in fire safety.
10. Have a policeman, highway patrolman, or member of school patrol, discuss safe procedures for going to and from school.

E. Resources

1. Audio-Visual Aids

a. Films

1. *A Way With Fires* - b&w - 30 min.
   Proper operation of various types of fire extinguishers. Shows how many fires could have been extinguished if someone had known what to do in an emergency. Association Films, Inc.
2. *Safety On The Street* (2nd Edition) - color - 11 min.
   The responsibility for safety is placed on the children themselves — why they must be alert and why safety is their own decision. Without preaching, the film's purpose is to help overcome the feeling that safety is for sissies and that "rules are not for me." Real-life situations make this film equally valuable for discussion classes on driver training. American Automobile Association
3. *Two Sleeping Lions* - color - 4½ min.
   Disturbed by children crossing the street in mid-block, Otto makes use of caged circus lions to impress children never to cross from between parked cars. American Automobile Association
4. *Otto Asks A Riddle* - color - 4½ min.
   Otto wants children to obey school safety patrols. His method — get the children to figure out a riddle —

5. *Billy's New Tricycle* - color - 4½ min.
   Billy doesn't obey sound rules on his new tricycle. Otto gets Billy's dog and rule-obeying children to teach Billy the correct ways to ride. American Automobile Association

6. *The Dangerous Stranger* - b&w - 10 min.
   A tactful yet forceful educational film that impresses the child with the need to be on guard against molesters, without arousing fear or curiosity. Oklahoma State Department of Health

7. *Be Your Own Traffic Policeman* - color - 10 min.
   Cartoon animation of how each one of us can be our own traffic policeman. Oklahoma State Department of Health

8. *Poison In The House* - color - 10 min.
   Colorful puppets help to point out the hazards of poisons which may be carelessly left within a child's reach. Oklahoma State Department of Health

b. Slides

1. *Childhood Safety* - Oklahoma State Department of Health

c. Records & Tapes

1. AAHPER Rhythmic Activities, Kindergarten - 6 NEA, 1964 American Association for Health, Physical Education and Recreation

2. Printed Materials

a. Books

1. Song: "Do Take Care" - from *Our First Music* - Summy-Birchard Publishing Co.

2. Song: "Safety First" - from *New Music Horizons* - Second Book by Silver Burdett Co.

UNIT II

Cleanliness and Personal Development

A. Introduction: Children are eager to learn to do for themselves at this age. The purpose of this unit is to capitalize on their curiosity and eagerness and to enlist their interests in establishing and maintaining good health habits. Great care must be exercised to avoid embarrassment or offense to any **child** or **parent** in the effort to lead each child into a successful transition from home

to school. Consideration of the varied environments from which different children come is a must when presenting such a unit.

B. General Objectives

1. To provide opportunities for children to establish habits of cleanliness and personal care.
2. To develop a friendly attitude toward people in health services.
3. To help children realize that daily grooming is important for a good appearance and a happy attitude.
4. To help children to understand that wearing suitable clothes is important.

C. Concepts To Be Developed

1. Wearing clean clothes helps us to look nice and protects our bodies.
2. Wearing rubbers or boots when it rains or snows helps us to stay well.
3. Taking baths often so we will feel good and smell fresh.
4. Brushing our teeth helps to keep them strong and white.
5. Cleaning our fingernails removes dirt and germs.
6. Brushing and combing our hair makes it shiny and attractive.
7. Washing our hands before eating and after using the toilet helps us to keep from getting sick.
8. Using paper tissue to cover coughs and sneezes so we will not spread diseases.
9. Staying home when we have a cold so we will not spread it to others.

D. Suggested Activities

1. First day of school, teacher takes girls in beginning grade (Kg. or 1st) into their rest room and gives instructions on proper use and care of stools, wash basins, soap containers and paper towels. Boys are given similar instructions by custodian or by teacher if it is considered appropriate in the school for a woman to do so.
2. Use a large paper doll or real doll and dress it to fit the day.

3. Have children keep charts on personal care for period of time it takes to show improvement. Using such charts too long results in loss of interest. Too much emphasis may result in distortion of the truth in this type activity.
4. Have children demonstrate how to wash hands and face; comb hair; and brush teeth after breakfast as they get ready for school.
5. Use plastic model of the teeth and a toothbrush to demonstrate and have children practice the correct method of brushing teeth.
6. Make a model town and include a mirror lake, a toothbrush inn, a comb court, a wash cloth street, and a home. Have children choose a name and decide on things children should do to live in a town like this.

E. Resources

1. Audio-Visual Aids

a. Films

1. *How Billy Keeps Clean* - b&w - 10 min.
Intended to show boys and girls how to keep themselves clean and motivates interest in keeping clean. Oklahoma State Department of Health
2. *Winky The Watchman* - b&w - 10 min.
Animated film appealing particularly to grade school children. Theme: Each person is the watchman for his own protective wall — his teeth. Oklahoma State Department of Health
3. *Keeping Clean and Neat* - b&w - 11 min. - $1.85 (rental)
Stresses importance of making a good appearance. Taking boy and girl separately, a practical, step-by-step routine is given for washing, dressing, grooming and caring for their clothes. University of Oklahoma and Oklahoma State University

b. Filmstrips

1. *Getting Ready for School* - Encyclopaedia Britannica Films and Popular Science Publishing Co.

c. Records

1. *I'm Dressing Myself,* A-13 Kindergarten - Children's Record Center

2. *Posture Paul* - Timely Tunes Publishing Co.
3. *Me and Myself*, R-24 - Children's Record Center

2. Printed Materials

a. Books

1. *Health Can Be Fun* - Leaf, Munro - Lippincott Publishing Co. - $2.63
2. *True Book of Health* - Children's Press - $2.50

b. Pamphlets

1. *The Way To Smile* - Proctor & Gamble Co.
2. *Toothbrushing Folder* - Church & Dwight Co., Inc.

c. Posters

1. *"Look, Mom - No Cavities"* - Proctor & Gamble Co.

UNIT III

Living With Others

A. Introduction: Experiences are needed to help children learn to deal with their feelings more effectively. Their relations with parents, teachers and their peers are the matrix out of which attitudes and understandings are born that shape personality and emotional growth or disintegration. The school experiences and teaching activities are important in helping children to understand and deal with their emotions. This unit is a suggestion of one small way in which a teacher may make a contribution to emotional health.

B. General Objectives

1. To provide children with opportunities for understanding themselves and others.
2. To help boys and girls to appreciate their contribution to their homes and families.
3. To help children to develop personal responsibility and respect for rights of others at school and at play.
4. To help children accept physical disabilities of others (i.e., children who have to wear glasses, child with crippling condition, etc.).

C. Concepts To Be Developed

1. In the home and with families
   a. A happy home life depends on each member of the family.
   b. Children can help to make homes happy by sharing in work as well as in fun.
   c. Sometimes we are not able to do what has been promised or planned. We must try not to be too disappointed.
   d. Fathers and mothers try to do the things that are best for us.
   e. Pets may be part of the family. We must care for them properly.

2. At school
   a. Friends are made by respecting the efforts and work of others.
   b. Willingness to take turns and to share with others makes everyone happier.
   c. We should not laugh at or make fun of others. This makes them unhappy.
   d. The teacher is our friend and will help us when we need it. We should not interrupt her when she is helping others.
   e. The school nurse is our friend. She helps us in many ways.

3. With our neighbors
   a. Respect for our neighbor's property is important. Do not go in their yards without their permission.

D. Suggested Activities

1. A variety of small group activities involving different groupings of children will help children in school adjustments.
2. Discussion of the roles of various members of the family is important.
3. Stories of animal families and human families are excellent vehicles for information and attitude building.

4. Playing house in kindergarten or first grade is an important contribution to understandings and attitudes of children.
5. Pictures, drawings, art objects, dolls, and clay work can be utilized to illustrate various situations related to family life.
6. Sharing of experiences contributed by children will lead to many discussions of family life, getting along with neighbors, and caring for pets. Some of these may involve discussion of animal babies, the process of birth, new babies in the family. All offer an opportunity for teachers to develop simple concepts relating to reproduction. Preview of the film "Human Beginnings," available from the Oklahoma State Department of Health, may help teachers to understand how these experiences can be used in a positive fashion.
7. Have children express themselves on ways they like to be treated by others.
8. Plan a good time at school.
9. Collect pictures of people showing kindness to others; of happy families. Children can make a short story for the picture or dramatize the incident portrayed.
10. Send card pictures or class letters to classmates who are ill.

E. Resources

1. Audio-Visual Aids
   a. Films
      1. *Other People's Things* - b&w - 10 min.

         Pupils become aware of need for respecting property of others. Oklahoma State Department of Health
      2. *Fairness For Beginners* - b&w - 14 min.
         By sharing, taking turns, choosing fairly and respecting the rights of others, the children in Tommy's room make theirs a happy class. Oklahoma State Department of Health
      3. *Everyday Courtesy* - b&w - 11 min.
         Courteous habits of thought and action should be used every day. Oklahoma State Department of Health

4. *Courtesy For Beginners* - b&w - 10 min.
   The fundamentals of courtesy - such as being considerate to a guest, making correct introductions.
   Oklahoma State Department of Health
5. *The Fun of Making Friends* - b&w - 11 min. $1.85 (rental)
   Helps teachers guide classes to a realization of what friends are and how easy it is to be friendly.
   University of Oklahoma

b. Filmstrips

1. *At Home: Conduct* - Curriculum Filmstrips
2. *The Foolish Donkey* - Curriculum Filmstrips
3. *The Rabbit Who Wanted Red Wings* - Curriculum Filmstrips
4. *A Day In School* - Popular Science Publishing Co., Inc.
5. *After School Hours* - Popular Science Publishing Co., Inc.
6. *At Home In The Evening* - Popular Science Publishing Co., Inc.
7. *Getting Ready For Bed* - Popular Science Publishing Co., Inc.
8. *Getting Ready For School* - Popular Science Publishing Co., Inc.

2. Printed Materials

a. Books

1. *My Own Little House* - Kaune, Merriman - Follett Publishing Co. - $1.00
2. *What Do You Say Dear?* - Joslin, Sesyle - William R. Scott, Inc. - $2.75
3. *The Laidlaw Health I,* 2nd Ed. - Byrd, Oliver - Laidlaw Brothers, Inc. - $1.47
4. *I Want To Be A Fireman* - Greene, Carla - Children's Press, Inc. - $2.00
5. *I Want To Be A Policeman* - Greene, Carla - Children's Press, Inc. - $2.00
6. *Laugh And Cry* - Beim, Jerrold - Wm. Morrow & Co. $2.95

UNIT IV

Food and Nutrition

A. Introduction: Instruction in nutrition should improve the child's interest in well-balanced meals, and develop favorable attitudes toward foods. To insure optimum nutrition, attention should be given to eating foods daily from each of the four basic food groups. The primary grade child will grow from two to three inches and may gain three to six pounds in a year. He takes pride in comparing his strength and growth with his friends. The fact that some children do not care for certain foods may at times be overcome by tasting and eating a small amount at a time. It is urged that children have the opportunity to eat a well-balanced meal. The school lunch program can afford this experience. Teachers should know and remember the wide variation as to height and weight of children in the same age group. It is important that this be stressed so the "too large" child or "too small" one will not feel self-conscious.

B. General Objectives

1. To help children understand that food is necessary for growth and energy, and that the daily diet should include foods from the four basic food groups.
2. To help the child develop good attitudes about nutritious foods and to provide opportunity for the child to eat such foods in the lunch program.
3. To emphasize the importance of a good breakfast in preparation for the activities of the day.
4. To acquaint children with a variety of foods and consequently learn to like them.

C. Concepts To Be Developed

1. Food is necessary for life, growth, and energy.
2. The foods needed for growth and health should include some of each of the following groups:
    a. Milk and milk products
    b. Fruits and vegetables
    c. Meat, eggs, and cheese
    d. Breads and cereals
3. People who like and eat many different foods are more likely to be well nourished.

4. Breakfast is a very important meal because energy is needed to start the day.
5. A good breakfast includes a choice of a variety of foods. Milk, fruit, cereals, eggs, meat and bread are breakfast foods from which choices are usually made.
6. Time to eat breakfast is important.
7. A hot breakfast on a cold morning gives a good start for the day.
8. Willingness to try new foods is important in order to add variety to the diet.
9. Eating slowly and chewing thoroughly makes food more enjoyable and easier to digest.
10. Good table manners and cheerful conversation add to the pleasure of mealtime.
11. Eating sweets between meals often takes away appetite at mealtime. This also has a bad effect on teeth.
12. All children do not grow at the same rate.

D. Suggested Activities

1. Use the weighing program to interest the child in his growth and relate this to health practices, particularly food habits. Let children keep a simple record of their growth in height and weight.
2. Establish the EE (Eat Everything) and FF (Fussy Feeder) Club. Discuss daily lunch menu and value of each food. After lunch let pupils report themselves as EE or FF. (Do not penalize FF's in any way.)
3. Dramatize good behavior at meal time.
4. Bring in pictures of food from magazines. Mount on cardboard and have children practice choosing a balanced meal.
5. Secure materials from the State or National Dairy Council and choose projects from their excellent suggestions.
6. Plan and conduct a field trip to a milk plant or dairy.
7. Make butter as a class demonstration.
8. Visit the school lunchroom to study methods of storing, preparing and serving food.
9. Hold a "tasting party" for the class to try a variety of vegetables.
10. Discuss desirable between-meal snacks.

E. Resources

1. Audio-Visual Aids

a. Films

1. *Alexander Learns Good Health* - b&w - 11 min.
   In bold animation, Alexander delights children as he teaches them. Alexander eats too much and sleeps too little and is unable to play with his ball team. He improves his habits — proper diet, rest, cleanliness, exercise — later pitches a winning game. Oklahcma State Department of Health.
2. *Bill's Better Breakfast* - color - 25 min.
   A puppet show teaching nutrition to elementary grades. Oklahoma State Department of Health.
3. *Eat For Health* - color - 11 min.
   A new approach in teaching children to eat a well balanced diet. Oklahoma State Department of Health.
4. *Healthy Families* - color - 11 min.
   Basic health practices. Keeping clean, eating the right foods, resting, playing. A zoo doctor tells how he keeps his animal families healthy — stresses the doctor's role in maintaining good health in the family. Oklahoma State Department of Health
5. *You and Your Food* - color - 8 min.
   Walt Disney Production. Food is vital to man because it builds the body, it helps the body grow and it maintains the body, keeping it sharp and fit. It's easy to know when to eat but it takes common sense to know what to eat. Proper quantities of meats, cereals, dairy products, vegetables and fruits must be eaten daily if man is to have a balanced diet. Oklahoma State Department of Health.

b. Filmstrips

1. *Let's Teach Better Nutrition* - Oklahoma State Department of Health
2. *The Power of Food* - National Livestock & Meat Board
3. *Skimpy and a Good Breakfast* - Cereal Institute, Inc.

2. Printed Materials

a. Books

1. *The Child From Five To Ten* - Gesnell, Arnold - Harper & Row, Publishers - $5.95

2. *Nutrition In Action* - Martin, E. A. - Holt, Rinehart, & Winston, Inc. - $5.00

3. *Nutrition Education In Action* - Martin, E. A. - Holt, Rinehart, & Winston Inc. - $3.95

b. Pamphlets

1. *Day to Day* - Good Health Record - Leaflet containing a record chart. Kellogg Co.

2. *Milk From Farm To Family* - How milk gets from the farm to the table . National Dairy Council

3. *Activities in Nutrition Education for Kindergarten through 6th Grade* - Suggested activities for class. Nutrition Foundation, Inc. - $1.00

4. *Our Friends In Story* - Pamphlet of suggestions for integrating nutrition with stories. Nutrition Association of Greater Cleveland

5. *Let's Make Butter* - DB 56 - National Dairy Council

6. *Breakfast Source Book* - Cereal Institute, Inc.

7. *Food for Fitness - A Daily Food Guide* - Superintendent of Documents, U.S. Government Printing Office

UNIT V

Exercise, Sleep and Rest

A. Introduction: The primary grade child needs many opportunities each day for running, jumping, climbing and playing out-of-doors. He likes to play, do tricks, skate, jump rope and ride a bicycle. Vigorous exercise is necessary for the normal child. Large muscles are still developing faster than the small ones. Coordination is improving. The child tires easily, but can be given rest through a change of activity. It is essential to remember that most children in this age group used to get eleven or twelve hours of sleep each night for good health. Children should be made posture conscious, so they may understand that standing, sitting and walking in good body balance will improve one's health and appearance. Studies have shown that the lack of physical fitness in children is related to poor classroom work. The primary grade child should be given opportunities to engage in creative movements.

B. General Objectives

1. To help children realize that enough sleep and rest is essential for proper growth and for enjoyment of the next day's activities.
2. To learn why rest periods are needed during the day.
3. To stress the importance of learning how to relax during rest periods.
4. To develop good posture habits by learning to sit and stand in good body alignment.
5. To appreciate the value of daily exercise in developing optimal health.
6. To help children understand that not all of them will be as well coordinated to the same extent.
7. To appreciate the efforts of the physically handicapped child.

C. Concepts To Be Developed

1. Exercise
   a. Daily vigorous activity helps to keep the body strong.
   b. Different people can do different things well. Practice helps us to play games better, but we cannot all be athletes.
   c. Exercise in the fresh air and sunshine increases the appetite and helps us to sleep better.

d. Standing and sitting correctly makes us look better and is less tiring.

2. Rest

a. During the day it is good to have periods of relaxation and rest.

b. The body needs to rest so that energy can be built up for new activities.

c. Rest periods at school are good to help us learn how to relax.

d. A quiet period of reading, story telling, or quiet music before bedtime helps us to relax so we can go to bed and go to sleep.

3. Sleep

a. During sleep the body organs and muscles are fed and rested. Sleep is necessary for all people and for animals. Plenty of sleep helps children to grow.

b. Most children of our age need between ten and twelve hours of sleep each night.

c. If we do not get enough restful sleep we cannot do our best work at school.

D. Suggested Activities

1. Let children tell how they used the previous 24 hours, noting how much time was spent sleeping, resting and exercising.

2. Using pipe cleaners, let each child make stick men, showing good and poor posture.

3. Let each child check his posture by using the "wall test." (Place heels four inches from wall, keep knees relaxed and lean against wall with hips, shoulders and head touching. Try to press low back to touch wall. Avoid stiffness as he walks away from the wall.)

4. Let each child draw a clock and arrange the hands showing bedtime — teaching him how to tell time if he has not learned previously.

5. Discuss and make a list of quiet activities that may be used before bedtime.

6. Make a display of cut out pictures the children have brought of animals and children resting.

7. Create rhythm activities such as running, walking, sliding, galloping, skipping and clapping hands to music.
8. Let children pantomime their favorite ways of getting exercise.

E. Resources

1. Audio-Visual Aids

a. Films

1. *Beginning Good Posture Habits* - b&w - 11 min.

The class learns what constitutes good posture, how it affects body growth and how youngsters can improve their posture. Oklahoma State Department of Health

2. *Good Health Practices,* Part I - b&w - 10 min.

(Eating, Toilet, Cleanliness, Rest and Sleep) To teach boys and girls health and safety habits. Oklahoma State Department of Health

3. *Good Health Practices,* Part II - b&w - 10 min.

(Teeth, Eyes, Ear & Nose, Posture) To teach boys and girls health and safety habits. Oklahoma State Department of Health

4. *Posture Pals* - b&w - 10 min.

Four elementary grade children learn to help one another and enlist the help of their parents in a posture improvement program. Oklahoma State Department of Health

5. *Rest That Builds Good Health* - b&w - 11 min.

$1.85 (rental)
Relaxation, change, exercise and sleep are forms of rest; how to develop good rest habits, why proper amounts of rest are essential to growth and health. University of Oklahoma

b. Filmstrips

1. *Foods for Health, Keeping Clean, Rest and Sleep, Straight and Tall, Your Ears, Your Teeth* - Filmstrips covering several aspects of health. Young America Films, Inc.

c. Records and Tapes

1. *Posture Paul* - Timely Tunes Publishing Co.
2. *Time to Relax* - Crystal Records - Jeri Productions

2. Printed Materials

a. Books

1. *While Susie Sleeps* - Schneider, Nina - William R. Scott, Inc. - $3.00
2. *A Child's Good Night Book* - Brown, Margaret Wise - William R. Scott, Inc. - $3.50

b. Posters — Displays

1. *Posture Paul* - Mechanical Manikin
2. *Sleep for Pep Tomorrow* - Oklahoma Tuberculosis and Respiratory Disease Association

UNIT VI

Enemies To Good Health

A. Introduction: The school plays an important role in the communicable disease problem. The teacher has many opportunities to observe the child each day and report to proper authorities any suspected illness. Children should be made aware of how they can help protect themselves and others from disease. Most diseases which attack children can be prevented and controlled. Immunizations and booster shots need to be kept up to date. It is important to stress the need for prompt and appropriate medical care for illness. We should help the children understand that by practicing good health habits, they can do much to avoid illness. Children should be encouraged to form habits that are conducive to good health.

B. General Objectives

1. To learn procedures to prevent the spread of diseases and infections.
2. To develop the proper attitudes toward immunization programs.
3. To help the child understand the importance of practicing good disease prevention habits.
4. To help the children understand and accept the professional services of the physician, the dentist, and the school nurse for health protection as well as medical correction and treatment.

C. Concepts To Be Developed

1. Preventing Disease
   a. Diseases that can be spread from one person to another are enemies to good health.
   b. These diseases are caused by very small organisms we often call germs. Some of these organisms can be seen under a microscope.
   c. The body can build protection against some diseases by having immunizations.
   d. Everybody should be immunized for diseases that can be prevented in this way.
   e. Children should be cheerful about being immunized, because it will save them from being sick from that disease.

f. Colds and other diseases can be spread to others by coughing and sneezing into the air. We should cover our noses and mouths with a paper tissue when we cough or sneeze.

g. Disease organisms can spread from dirty hands to food and other objects. Washing hands with soap and water before eating and after toileting is important. We should keep fingers, pencils and other articles away from our mouths.

h. People should stay home when they are ill.

2. Our friends — The Doctor, the Dentist, and the Nurse

a. The doctor can help us to get well.

b. Having a checkup from the doctor in his office is important.

c. The nurse comes to the school to help us to keep healthy. She sometimes tests our eyes and ears.

d. When we have a cut or scratch we should have someone wash it and perhaps put on a band-aid.

e. Regular visits to the dentist keeps small problems from becoming big ones.

D. Suggested Activities

1. Discuss the reason why children should be immunized.

2. Participate in immunizations, where appropriate.

3. Discuss why it is important to provide first aid care for cuts, scratches and other injuries. Show how this should be done, remembering soap and water is the best protection available.

4. Invite the school nurse to talk about the communicable diseases.

5. Grow some bacteria in a petri dish.

6. See the film *Defense Against Invasion*

E. Resources

1. Audio-Visual Aids

a. Films

1. *How to Catch a Cold* - b&w - 10 min.
Walt Disney Production. Hero is Common Sense who is wise and helpful. Oklahoma State Department of Health

2. *Defense Against Invasion* - color - 12 min.
Walt Disney Production. Explanation of vaccination. Oklahoma State Department of Health

3. *Your Friend, The Doctor* - b&w - 11 min.
Understanding the functions of the doctor motivates children to "be friends" with him. Young audiences will understand what the doctor does and why it is important to cooperate. Oklahoma State Department of Health

2. Printed Materials

a. Books

1. *Have a Happy Measle, a Merry Mump and a Cheery Chickenpox* - McGraw-Hill Book Co. - $2.75

b. Pamphlets

1. *Childhood Diseases* - Prudential Health Series - The Prudential Insurance Company of America

2. *Common Cold - The Facts* - Oklahoma Tuberculosis and Respiratory Disease Association

3. *Common Cold* - No. 29 - Superintendent of Documents, U. S. Government Printing Office

4. *What Every Teacher Should Know About the Physical Condition of Her Pupils* - U. S. Office of Health and Welfare - U. S. Government Printing Office

5. *Tuberculin Tests for Your Pupils* - Oklahoma Tuberculosis and Respiratory Disease Association

c. Posters — Displays

1. *Cover Coughs and Sneezes* - Oklahoma Tuberculosis and Respiratory Disease Association

2. *Wash Germs Away* - Oklahoma Tuberculosis and Respiratory Disease Association

UNIT VII

Dental Health

A. Introduction: Emphasis on dental health is an important aspect of health education throughout the elementary school period. Children are getting their second set of teeth and the interest of young children in losing and cutting teeth is great. As children grow older their interest in appearance increases. No child likes teeth that ache or are uncomfortable.

Teachers are referred to the Teaching Guide for Dental Health entitled, "Smile Building," available from the Oklahoma State Department of Education. This publication contains a graded program in dental health education for grades one through six. The unit presented here is a brief one for primary grade children highlighting some of the materials contained in the dental health teaching guide prepared in Oklahoma for this particular purpose.

B. General Objectives

1. To become acquainted with the dentist and understand what he does for children.
2. To learn how to brush teeth correctly.
3. To establish awareness of foods which contribute to dental health and foods which damage teeth.
4. To understand why a decayed tooth should not be neglected.
5. To develop habits of safety in play which avoid injury to teeth.

C. Concepts To Be Developed

1. The dentist cleans and repairs teeth when necessary. Everyone should visit the dentist at least once a year for a checkup. The earlier decay is discovered, the easier it is to repair.
2. Brushing teeth regularly and correctly after meals retards decay.
3. Eating sweets, particularly between meals, helps teeth to decay. Sticky sweets cling to teeth and are more decay producing. Cleansing the teeth with water "swished" through the mouth and teeth, or with a toothbrush immediately after eating sweets will reduce decay.

4. Eating raw vegetables and fruits helps to cleanse the teeth.

5. The tooth enamel can be cracked in many ways. Chewing or biting hard objects, bumping into drinking fountains are to be avoided.

D. Suggested Activities, Materials and Resources

Consult *Smile Building* a Teaching Guide for Dental Health, a publication of the Oklahoma State Department of Education, for comprehensive lists of suggested activities, materials and resources.

INTRODUCTION

Intermediate Grades

The health teaching program for children in the fourth, fifth, and sixth grades should be geared to their interests and needs as they grow into an expanding world. This is a period of greater stability in growth in which the body is less subject to the health hazards of earlier childhood. Toward the end of this period many girls have started the pubertal growth spurt and some have experienced the menarche before the end of the sixth grade. They tend to be active, inquisitive, interested in many things. Their health practices are often more acceptable than during either earlier or later periods in their development.

The basic health needs of the individual continue to need emphasis. Reinforcement of health practices in nutrition, activity, sleep, rest, posture, safety, personal care, and dental health should be recognized as a need. Greater emphasis on knowledge and understandings is important to answer the "why" of health behavior. New horizons lead to understanding of the approach to adolescence. Mental health takes on new dimensions and some children will need expert guidance to help meet their emotional needs.

Health education need not be limited to the units and concepts included here. It may and should include much more if we are to meet the needs and interests of these boys and girls in a rapidly changing world.

UNIT I

Nutrition

A. Introduction: A balanced diet is a prerequisite to good health. Although few American school children today are faced with severe nutritional deficiencies, the nutritional status of children needs improvement. Studies indicate that a sizable number of our school age children are deficient in some aspect of nutrition.

Some middle grade children have digestive disturbances and others seek security through overeating. They often do not recognize the importance of observing regular times for eating followed by periods of relative rest and quiet.

Nutrition teaching should never become a process of mere learning of facts. Meaningful experiences involving the solution of real nutrition problems will be more effective in motivating children to develop desirable nutrition attitudes and behavior. Many opportunities are inherent in the school lunch program as a laboratory to provide meaningful learning experiences in nutrition.

B. General Objectives

1. To aid students in recognizing the relationship between proper foods, growth and health.
2. To prcmote interest in eating a balanced diet.
3. To help the student learn the important nutrients and their contributions to growth and health.
4. To aid students in developing a concept of what it means to be well nourished.
5. To develop an appreciation of the school lunch program as a means of safeguarding the health and well-being of the nation's children.

C. Concepts To Be Developed

1. Food is essential for life, growth and energy.
2. Some nutrients help protect against deficiency diseases.
3. Water is needed daily to replace water the body loses.
4. Essential nutrients include:
   Protein for growth
   Carbohydrates and fats for heat and energy
   Minerals and vitamins for tissue building and regulation of body process
5. By selecting a variety of foods from the four main food groups, people can be well nourished. These food groups are milk and milk products; meat, eggs and cheese; vegetables and fruits; breads and cereals.
6. Tea, coffee and soft drinks have little or no nutritional value.
7. The *Daily Food Guide* helps us in selecting necessary amounts and kinds of food needed daily.
8. People who select a balanced diet do not need extra vitamins.
9. Food must be digested and absorbed before the body can use it.
10. Waste from undigested food is excreted from the intestine.
11. Strong emotions retard the process of digestion.
12. Food is stored in the body in the liver and in the fat cells.
13. Eating more food than the body uses accumulates in fat. It is desirable not to overload the body with too much fat.

D. Suggested Activities

1. Make graphs to compare the food value of milk as opposed to a bottle drink.
2. Have each student list foods consumed in a day, and estimate (a) number of calories and (b) food groups included.
3. Develop a series of good lunch menus.
4. Look at grocery advertisements in a newspaper and determine the cost of the foods rich in the various nutrients.
5. Find reports concerning the average daily diets in other countries. Determine how nourishing these diets are.
6. Look at a simple diagram of the digestive and elimination tract. Answer questions concerning digestion, appetite, hunger, assimilation and elimination.
7. Make tape recordings of advertisements for food. Analyze them for accuracy.
8. Participate in the school lunch program .
9. Investigate the eating patterns of various animals and see how the need for food has determined their habits and environment. (Example: Differences in diet between an elephant and mouse; a pig and a lion, etc.)

E. Resources

1. Audio-Visual Aids

   a. Films

      1. *Food That Builds Good Health* - b&w - 10 min.
         Shows how eating the right food regularly in right amounts contributes to building strong, healthy bodies. Oklahoma State Department of Health
      2. *Fundamentals of Diet* - b&w - 11 min. - $1.85 (rental)
         Food needed for energy, muscles, bones, growth and health. An ideal diet made up of fats, proteins, minerals and vitamins. Sources of and needs supplied by these various foods. University of Oklahoma
      3. *School That Learned To Eat* - color - 22 min.
         With the cooperation of parents and the community, a school improves health standards through a community nutrition and health program. Oklahoma State Department of Health

4. *You and Your Food* - 8 min.

   Walt Disney Production. Food is vital to man because it builds the body, it helps the body grow and it maintains the body, keeping it sharp and fit. It's easy to know when to eat, but it takes common sense to know what to eat. Proper quantities of meats, cereals, dairy products, vegetables and fruits must be eaten daily if man is to have a balanced diet. Oklahoma State Department of Health

b. Filmstrips

1. *The Nutrients in Food* - Popular Science Publishing Co.

c. Records - Tapes

1. *Good Nutrition and Good Health* - New York State University College of Agriculture, Cornell University

2. Printed Materials

a. Books

1. *Great Nutrition Puzzle* - Callahan, Dorothy & Payne, A.S. - Charles Scribner's Sons - $4.50
2. *Nothing To Eat But Food* - Jupo, F. - E. P. Dutton & Co., Inc. - $2.94
3. *Your Food and You* - Zim, Herbert S. - Morrow, William & Co. - $2.95
4. *Fun With Cooking* - Freeman, M.D. - Random House, Inc. - $2.07
5. *Nutrition In Action* - Martin, E.A. - Holt, Rinehart & Winston, Inc. - $5.00
6. *Nutrition Education In Action* - Martin, E.A. - Holt, Rinehart & Winston, Inc. - $3.95

b. Pamphlets - Leaflets

1. *It's Always Breakfast Time Somewhere* - National Dairy Council - 25c
2. *Food For Fitness - A Daily Food Guide* - Superintendent of Documents, U. S. Government Printing Office - 25c

3. *Animals That Give People Milk* - National Dairy Council - 25c
4. *A Guide To Good Eating* - National Dairy Council - 4c
5. *Animal Feeding Demonstrations For The Classroom* - National Dairy Council - 25c

c. Posters

1. *Good Food Helps You Grow* - Oklahoma Tuberculosis and Respiratory Disease Association

UNIT II

Dental Health

A. Introduction: The intermediate grade child is likely to be careless with reference to care of his teeth. He likes sweets and often consumes them in excessive amounts. Visits to the dentist may be infrequent. Interest in protection of his teeth should be stimulated and his concepts with reference to dental health strengthened.

B. General Objectives

1. To acquire knowledge concerning the structure and types of teeth.
2. To understand something about the process of tooth decay.
3. To encourage routine visits to the dentist.
4. To reinforce habits of good dental care.
5. To help pupils to appreciate the value of good teeth and their effect on appearance, digestion and speech.

C. Concepts To Be Developed

1. Teeth are formed in the jaws and erupt in orderly sequence.
2. Certain minerals are necessary to build strong and decay-resistant teeth. These include calcium, which we get primarily from milk, and fluorides which can be added to water if they are not already present.
3. Loss of baby teeth too soon may result in the second set coming in crooked.
4. Teeth decay because of the combined effect of acids and bacteria on the enamel and dentine.
5. Sugars retained in the mouth break down and produce acids which attack the enamel.
6. Teeth should be brushed correctly and regularly after each meal, if possible, and should be cleaned periodically by a dentist or dental hygienist.
7. Decay proceeds rapidly in teeth when it gets started. Loss of teeth affects appearance, comfort, nutrition and speech. Everyone should visit a dentist once a year and more frequently if necessary.

D. Suggested Activities, Materials and Resources

Teachers are advised to make use of the excellent information, teaching procedures, pupil activities and long list of materials and resources to be found in the teaching guide for Dental Health entitled *Smile Building* which has been published by the Oklahoma State Department of Education and distributed to the elementary schools.

UNIT III

Safety and First Aid

A. Introduction: Accidents are the major cause of death and injury to middle grade children. As they grow older their environment and activities expand. Boys particularly are more venturesome and seek to try many new things, some of which have been forbidden by adults. This is the bicycle riding age and involves traffic hazards for the riders. Almost ⅔ of the deaths and 4/5 of the injuries to bicycle riders occur among children 5 to 14 years old. Guns become an attractive menace, particularly to boys. Fatal falls occur to children in sports and play, from trees and roofs, down steep embankments, from cliffs and steep mountain terrain. Children sometimes get lost in the mountains or stranded in caves. Accident prevention and safety education should receive emphasis in the intermediate grades.

B. General Objectives

1. To acquire an understanding of the traffic regulations that apply to bicycling.
2. To recognize and conscientiously accept the responsibility involved in owning and operating a bicycle.
3. To acquire sufficient riding skill to operate a bicycle safely at all times.
4. To recognize and respect the dangers of playing or experimenting with guns.
5. To accept the fact that one can learn to use a gun safely under adult supervision.
6. To obey rules in games and athletics to avoid getting hurt.
7. To recognize the importance of learning to swim before venturing into streams and lakes.
8. To know what to do in an emergency.

C. Concepts To Be Developed

1. Some good rules for beginning bicycle riders to follow include the following:
   a. Ride on the right of sidewalk or street.
   b. Ride in straight line, not in and out.
   c. Do not go too fast. You may not be able to stop in time.

d. Be careful when you see old people or young children. They may not be able to get out of your way .

e. Do not ride from the sidewalk into the street from in front or back of a parked car.

f. Obey hand signals for turns, traffic lights and stop signs.

2. Guns are dangerous. They may be loaded. Children should **never** play with them.

3. If you want to learn to shoot a gun you should let your father or another adult teach you how to do it safely. You are not eligible for a hunting license until you are sixteen.

4. Rules for games are made partly for your safety. Play according to the rules.

5. It is important to tell an adult where you are going when you start on a hike. Stay on the trails and avoid exploring caves or water holes.

6. Knowing how to swim is fun and may sometime be important in saving your life or someone elses.

7. When someone gets seriously injured it is best to make him as comfortable as possible and have someone go for help. Do not move the injured person.

D. Suggested Activities

1. Demonstrate the correct method of riding a bicycle and using hand signals.

2. Hold a Bicycle Clinic. Award "Driver's Permit" to those who know how to ride properly. Require a Driver's Permit of those who are allowed to ride bicycles to school.

3. Study the best and safest route for each bicycle rider to take who rides to school.

4. Form a Bicycle Safety Club.

5. Invite the school Safety Patrol to visit the class.

6. Demonstrate safe use of equipment on the playground.

7. Invite a policeman or member of the Rifle Association to come to talk to the group about dangers of guns.

8. Demonstrate simple first aid. Consult "First Aid Textbook for Juniors" available from American Red Cross.

9. Have students do a safety check to determine dangerous practices on the playground.
10. Keep a safety scrapbook or record of accidents to children in the school and community. Discuss ways by which similar accidents could be prevented.
11. Have students role-play playground accident situations.
12. Construct a safety checklist for pupils to check hazards at home.
13. Use bulletin board for display of posters, charts, and pictures relating to safety.

E. Resources

1. Audio-Visual Aids

a. Films

1. *At Home With Guns* - color - 13 min. - nominal rental fee. Basic firearm safety in the home. Ideal Pictures, Inc.
2. *Shooting Safety* - color - 20 min.
   Basic safety rules for shooting firearms. National Rifle Association
3. *You and Your Bicycle* - b&w - 11 min.
   All phases of bicycle safety, including maintenance. Oklahoma State Department of Education
4. *I'm No Fool With A Bicycle* - color - 9 min.
   Walt Disney Production. Demonstrates the accidents which may happen to the common fool when riding a bicycle carelessly. Oklahoma State Department of Health
5. *Primary Safety: In the School Building* - b&w - 11 min.
   Bill, as the safety guide in his classroom, uses a "stop" and "go" sign to point out good safety practices. Oklahoma State Department of Health
6. *Primary Safety: On the School Playground* - b&w - 11 min.
   Children on the playground demonstrate good safety practices that apply wherever children play. Oklahoma State Department of Health
7. *Let's Play Safe* - b&w - 10 min.
   Six playground incidents show hazardous situations developing; animated characters show

what might have happened. Oklahoma State Department of Health

8. *Fun On the Playground* - b&w - 10 min.
   Teaches the real benefits of fairness, consideration, and cooperation through activities children understand and enjoy. Oklahoma State Department of Health

9. *The Day the Bicycles Disappeared* - color - 14 min.
   In fascinating fantasy, safe bicycling practices are presented for both roadway and sidewalk, in a way which young children will find interesting — and will remember. American Automobile Association

b. Filmstrips

1. *Be A Pedal Pusher* - Society for Visual Education

2. Printed Materials

a. Books

1. *First Aid Textbook for Juniors* - American Red Cross, Oklahoma Chapter

b. Pamphlets

1. *Data Sheet on all areas of safety* - Oklahoma State Department of Education
2. *Bicycle Safety In Action* - National Education Association
3. *Bikes* - Kemper Insurance Co.
4. *Children's Safety Lessons* - Kemper Insurance Co.
5. *Bicycle Safety Tests* - Bicycle Institute of America
6. *Bicycle Safety Book* - Goodyear Tire and Rubber Co.
7. *Bicycling Is Great Fun* - American Automobile Association
8. *My Own Safety Story* - American Automobile Association
9. *Is Your Pet Gun Housebroke?* - National Rifle Association

Additional materials may be obtained from the American Red Cross, Bicycle Institute of America, National Education Association, Oklahoma Wildlife Conservation Department and Oklahoma Highway Patrol.

c. Posters

1. *Bicycle Safety Posters* - Bicycle Instittue of America

UNIT IV

Vision and Hearing

A. Introduction: Research and observation indicate that children have great interest in movies, radio, television, and comics. Eyes and ears are used for these experiences. In this unit the children are introduced to the sense organs of great importance, the eyes and the ears. The unit attempts to develop an appreciation of the value of the eyes and ears for enjoying things about us that we hear and see, warning us of danger, and communicating with people. It further suggests the importance of increasing the child's interest in protecting his eyes and ears and thus preserving both sight and hearing.

B. General Objectives

1. To teach children proper care and protection of eyes and ears.
2. To satisfy children's curiosity about workings of their eyes and ears.
3. To teach children how to protect eyes and ears and to preserve sight and hearing.
4. To stress the value of examination and corrections for vision and hearing.
5. To help children gain an appreciation of their ability to see and hear.

C. Concepts To Be Developed

1. Eyes and Vision
   a. Eyes make it possible to see things, learn things, do things and protect oneself against danger.
   b. The eye works much like a camera.
   c. Sight is transmitted to the brain by nerves from the eyes.
   d. Proper light for reading or studying keeps eyes from getting tired.
   e. When watching television it is best to sit in a chair, not too close to the picture.
   f. When something gets in the eyes it is best to let tears wash it out, or to get help from some older person who may need to get you to a doctor.
   g. Eyes should be tested each year.

h. If glasses are needed, we should wear them and keep them clean.

i. Some people have lost their sight. We should be willing to help them if they need it.

j. Eyes need rest now and then.

k. It is dangerous to look directly at the sun. This can burn the back of the eyes and damage vision permanently.

2. Ears and Hearing

a. Ears are important in learning and communicating.

b. Sound is transmitted to brain by nerves from the ears.

c. Ears are complicated and delicate organs.

d. It is important to see a doctor when you have an ear ache.

e. Hearing should be tested periodically.

f. Hearing aids help some people to hear and should be used if needed.

g. Ears can be harmed by a blow, infection, loud noises, too much wax, blowing the nose too hard, or blowing the nose with the nostrils held together, and excessive water pressure while swimming.

D. Suggested Activities

1. Blindfold student. Try to identify objects. Try to find chair. Recognize voice of classmate. Try to keep balance on one foot.

2. Cover eyes, open, and look in mirror to watch pupils of the eyes change size.

3. Play "I Spy."

4. Discuss Snellen vision tests and administer to pupils.

5. Collect and discuss pictures of persons wearing glasses.

6. Discuss classroom lighting, television lighting and lighting while reading, and have students demonstrate proper ways.

7. Use a camera to demonstrate the action of the eye.

8. Have school nurse demonstrate removal of foreign particles from the eye.
9. Display large charts of the eye and ear.
10. List sharp objects that should be kept away from eyes and ears.
11. Use crude tests of hearing such as whispering and clicking of coins from various distances.
12. Make a model of an ear, using clay.
13. Secure hearing aid, discuss its function, and demonstrate its use.
14. Demonstrate an audiometer.
15. Play listening and whispering games.
16. Use a drum to show how we hear.
17. Demonstrate the proper way to blow the nose.

E. Resources

1. Audio-Visual Aids

a. Films

1. *Our Wonderful Eyes and Their Care* - color - 11 min. The use of special effects in this film will point up the importance of eyesight. Joel's experience in having his eyes examined, in being fitted for glasses, and in learning the rules for proper eye care will provide an interesting and informative lesson. Coronet Films
2. *Our Wonderful Ears and Their Care* - color - 11 min. On the day of the hearing test at school, Dick becomes very aware of his ears and of the sounds he hears. Later, with diagrams and an ear model, Dick's doctor explains the structure of the ear, how we hear sounds, and how we should take care of our ears. Coronet Films
3. *Hear Better, Healthy Ears* - b&w - 11 min. - $1.85 (rental) Animation shows structure of ear and how it receives vibrations and translates them into sounds; pleasures of hearing well; care of ears. University of Oklahoma

b. Filmstrips

1. *You and Your Eyes* - 50 Frames - color - Encyclopaedia Britannica Films, Inc.
2. *You and Your Eyes* - Encyclopaedia Britannica Films, Inc.

2. Printed Materials

a. Pamphlets

1. Folder - *Hearing is Priceless - Protect It* - American Hearing Society
2. *Your Eyes For a Lifetime Of Sight* - Oklahoma Society for Prevention of Blindness, Inc.

b. Posters

Hearing Charts:

1. *How We Hear* - Walt Disney Style. Available in notebook size, 8½x11, 1c each; wall chart size, 26x33, 10c each. Sonotone Corporation
2. *Mechanical Principles of the Human Ear*. Supplemental booklet to aid teacher in use of charts. 5c each. Sonotone Corporation
3. *Sectional Diagram of the Human Ear*. Available notebook size, 8½x11, 1c each; wall chart size, 26x33, 10c each. Sonotone Corporation

UNIT V

Mental Health

A. Introduction: The program of mental-emotional health in the elementary grades is geared to helping children to understand themselves, to strengthen or modify their self-concept, and to reduce the incidence and seriousness of maladjustment. By the time the child is nine, ten, or eleven years of age, his experiences will have had major effect on determining his response and adjustment to the expectations, stresses and demands of his parents, teachers, and peer group. His awareness of his relationships to his peer group is intensified and he sometimes struggles to impress others in his effort to identify with the crowd. Some children will withdraw and give up the fight, living in a world of their own. Mental health concepts and practices should permeate the entire school guidance and instructional program and not be limited to the few suggestions contained herewith.

B. General Objectives

1. To provide students with opportunities for acquiring understandings and techniques for getting along well with others.
2. To aid students in developing self-confidence.
3. To develop an awareness that it is important to develop satisfactory relationships with others.
4. To aid students in their efforts to meet the demands and expectations of their varied backgrounds and environment.
5. To enhance the student's interest in personality improvement.
6. To strengthen acceptance and pride in one's sex role.
7. To understand, to a degree, the inevitability of both losing and/or winning in the process of living.

C. Concepts To Be Developed

1. Understanding ourselves and others
   a. All people have basic needs for love, security, recognition and acceptance as an individual in his own world.
   b. Each person is different. If we were all alike it would be a dull world. We should recognize and appreciate that difference is desirable.

c. Some of the differences in people are inherited. These include physical features, hair and skin color, body build, intelligence, and sex.

d. Other differences in people are the result of the experiences they have had from infancy to the present.

2. Growing in emotional maturity

a. Learning to control the way we express our feelings is basic to good mental health.

b. Cheerfulness and consideration for others helps us to make friends.

c. Accepting greater responsibility for our own acts is important in growing up.

d. Gaining confidence in our abilities and recognizing our limitations is important.

e. Being proud and happy to be a boy or to be a girl helps us in growing up.

f. Developing tolerance of the foibles and unique differences in others, in the home, the school, and in the community.

3. Handling problems

a. Frustration is due to our inability to achieve or secure what we want.

b. When we feel frustrated we should try to find something else to give us confidence and satisfaction.

c. Vigorous physical activity is a good way to let off steam when we are angry or frustrated.

d. Older people whom we trust can help us to solve some of our problems in personal living.

e. Facing up to our own faults is important, instead of blaming someone or something else.

D. Suggested Activities

1. Dramatize situations in which anger is a natural reaction and show how this situation can be controlled.

2. Discuss how attitudes affect schoolwork.

3. Have a hobby day.

4. Evaluate some everyday problems of emotional reactions with suggested kinds of solutions.
5. Role-play situations at school and home that demonstrate disrespect for authority, followed by discussion and decision.
6. Have children list some interesting things they have learned about emotions, together with things they would still like to discuss.
7. Have students list areas of living in which they excel and in which they have weaknesses. This should be on an individual basis and not shared with the class.
8. Present a description of a problem situation and have pupils propose ways of solving the problem.
9. Have the school nurse, guidance counselor, or a psychologist discuss emotions and answer questions.

E. Resources

1. Audio-Visual Aids

a. Films

1. *How Friendly Are You?* - b&w - 10 min. - $1.85 (rental)
   What friendship is, what it means, and how to make friends; generosity and consideration, "give and take" nature of friendship; responsibilities and rewards. University of Oklahoma and Oklahoma State University
2. *Other Fellow's Feelings* - b&w - 10 min. - $1.50 (rental)
   Problems resulting from prolonged teasing or ridicule. Audience challenged to find own answers to these problems. University of Oklahoma and Oklahoma State University
3. *Feeling Left Out* - b&w - 13 min. - $2.25 (rental)
   Situation of the unhappy "outsider" who cannot break into the social group of his choice. Suggests alternatives: seeking individual friends, forming new groups, etc.; develops insight and perspective on cliques, and social maturity for teenagers. University of Oklahoma
4. *Growing Up Day By Day* - b&w - 10 min. - $1.65 (rental)
   Compares a group of eight-year-olds to show prin-

ciples of physical, mental, social and emotional growth and normal variations. Need for rest, exercise, balanced diet. Stages of growth and development. Oklahoma State University

b. Filmstrips

1. *Working and Playing Together* - Popular Science Publishing Co.

2. Printed Materials

a. Books

1. *The Hidden You*: Psychology in Your Life - Alexander, Arthur - Prentice-Hall International, Inc. - $3.50
2. *Growing Up* - DeSchweinitz, Karl - MacMillan Co. - $3.00
3. *How to Behave and Why* - Leaf, Munro - J. B. Lippincott Co. - $3.11

b. Pamphlets - Leaflets

1. *Emotional Health in Work or Play* - American Medical Association
2. *Six to Twelve* - John Hancock Mutual Life Insurance Co.

UNIT VI

Physical Fitness

A. Introduction: Children must become aware that physical fitness is related to choices one makes concerning healthful practices. A physically fit person has strength, endurance and good posture. Being physically fit helps children to develop greater self-confidence and poise. Physical fitness is an important quality for anyone desiring to get the most satisfaction and enjoyment out of life.

B. General Objectives

1. To develop a desire for active play which contributes to fitness.
2. To understand that fitness includes more than just physical fitness.
3. To become aware of the relationship of growth and development to personal fitness.
4. To understand that desirable health practices must be followed regularly in a physical fitness program.

C. Concepts To Be Developed

1. Vigorous exercise develops and strengthens the heart and lungs.
2. Vigorous activity is important for development of strength and endurance.
3. A well-conditioned body is a valuable asset in developing athletic skills.
4. Vigorous activity provides opportunity for working off emotional stress and tension and contributes to emotional stability.
5. Excessive and prolonged activity results in fatigue.
6. Activity should be varied and interspersed with periods of rest.
7. Physical activity must be adapted to the health condition of each person. Some people have health problems that do not permit vigorous activity.
8. Weak persons can improve their physical skills by practice and can build their strength by continued participation.

9. Participation in physical activities provides opportunities to make friends and to practice team work and cooperation with others.
10. Learning to obey the rules of games is necessary if everyone is going to get a fair chance.
11. Good food and plenty of sleep are needed for fitness.
12. Quiet recreation and special hobbies help to round out and enrich living.

D. Suggested Activities

1. Share hobbies and have pupils tell about and demonstrate their special hobby before the class.
2. Discuss the importance of a medical checkup to make sure one is able to participate in extremely vigorous activity.
3. Discuss the relationship of physical activity to feeling good. Show how overactivity relates to fatigue, sleep and relaxation.
4. Keep individual records of health improvement and measures of physical performance.
5. Conduct self-testing activities which provide the pupil with a chance to measure progress in terms of his own potential.
6. Show the effects of emotions and exercise on pulse beat.
7. Invite an outstanding high school athlete to talk on sports, and the importance of good training rules.
8. Permit different students to participate in planning the play and rest periods for the day.
9. List on the board a number of physical activities that may be engaged in around the home.
10. Practice relaxing exercises as a part of the class program in physical activities.
11. Make a pie graph that will show how to budget a 24-hour day for school, work, play and rest.
12. Provide an opportunity for understanding possible hazards of various activities and how to avoid these hazards.

E. Resources

1. Audio-Visual Aids

a. Films

1. *Exercise and Health* - b&w - 10 min. - $1.85 (rental) Balance, poise and teamwork in tumbling; how physical health and social adjustment are improved by planned exercise. Oklahoma State University and University of Oklahoma

2. *A Day at the Fair* - b&w - 10 min. - $1.85 (rental) Work, fun, and excitement of three farm children who exhibit their calves and pigs at the State Fair. They tend their livestock, watch the judging, and see the sights. Oklahoma State University and University of Oklahoma

b. Filmstrips

1. *Exercise for Happy Living* - Encyclopaedia Britannica Films, Inc.

2. *Posture and Exercise* - Encyclopaedia Britannica Films, Inc.

3. *Keep Well and Happy* - Oklahoma Tuberculosis and Respiratory Disease Association

c. Records

1. *Chicken Fat* (50) - Jr. Chamber of Commerce

2. Printed Materials

a. Books

1. *Jimmy's Own Basketball* - Renick, M.D. - Charles Scribner's Sons - $2.75

b. Pamphlets - Leaflets

1. *Physical Fitness* - Superintendent of Documents, U. S. Government Printing Office

2. *Working and Playing* - Evaporated Milk Association

3. *Ways to Keep Well and Happy* - Oklahoma Tuberculosis and Respiratory Disease Association

Additional materials may be obtained from the President's Committee on Physical Fitness and American Association for Health, Physical Education and Recreation.

c. Posters

1. *Physical Fitness Posters* - National Dairy Council

UNIT VII

Community Health

A. Introduction: Health is more than a personal matter. The environment in which people live has important influences on their health. The health services available in their communities are important means to improved health of the population. Co-operation of the people is vital if health problems of the community are to be solved. Children should be introduced to some of the health needs and problems of their homes, schools and community.

B. General Objectives

1. To know what constitutes a healthful environment.
2. To understand how communicable diseases are spread and how they can be controlled.
3. To realize the importance of pure food, safe water, pure milk.
4. To appreciate the work of the medical and dental professions and of the personnel of the health department, the fire department, the water department and other community workers.

C. Concepts To Be Developed

1. Most communicable diseases are caused by bacteria and viruses.
2. People who have communicable diseases can spread them to others.
3. By being immunized, we can protect ourselves from contracting some diseases.
4. Disease can be spread through contaminated water, milk, food, soil and air.
5. Some diseases are spread by insects and rodents, but these are not the most common diseases.
6. Dogs and cats should have immunizations so they will not catch some diseases.
7. Epidemics of diseases are less common today because of the work of scientists and health workers.
8. Homes, schools and towns must provide safe water to drink. The health department and water department work to give us safe water.

9. Contaminated milk can spread diseases. Cows should be inspected to see that they are not infected. Milk must be clean and kept cold. Pasteurization is necessary for safe milk.
10. Sewage can pollute the drinking water unless it is treated.
11. Garbage attracts flies and rats. Covered garbage cans and garbage collection is needed in communities.
12. Trash makes a town unsightly. It is important to keep yards and streets clean.

D. Suggested Activities

1. Build an exhibit on what helps make people in the community stay well.
2. Build an eyecatching bulletin board on disease.
3. Make posters for an immunization campaign.
4. Make a survey of the class to see what immunizations each person has had. Make a chart summarizing this information for the entire class. Include the information for smallpox, polio, measles, diphtheria, tetanus and whooping cough.
5. Invite the public health nurse to speak to the class on ways of preventing disease.
6. Take a survey to see how many of the dogs and cats belonging to class members have been immunized.
7. See the film *Defense Against Invasion.*
8. Investigate to find out if and how the water is made safe in your town or on your farm.
9. Visit a milk processing plant and observe how milk is made safe from disease.
10. Invite the sanitarian or health officer to come and tell the class ways pupils can cooperate in community sanitation.
11. Launch a cleanup campaign in the school or the neighborhood.
12. Enumerate the ways in which each student can protect his own health as well as others.

E. Resources

1. Audio-Visual Aids

a. Films

1. *Defense Against Invasion* - color - 12 min.
A Walt Disney Production. Explanation of vaccination. Oklahoma State Department of Health

2. *Let's Keep the Killer Down* - b&w - 10 min.
Importance of immunization in prevention of diphtheria. Oklahoma State Department of Health

3. *Insects as Carriers of Disease* - color - 9 min.
Walt Disney Production. Animation shows how flies, mosquitoes, and lice spread diseases such as; dysentery, malaria, and typhus. Oklahoma State Department of Health

4. *Community Health and You* - b&w - 10 min.
Shows activities of the local health departments in preventing the spread of communicable diseases. Oklahoma State Department of Health

b. Filmstrips

1. *Cancer, Challenge to Youth* - American Cancer Society-Oklahoma Division

2. *Helping the Body Defenses Against Disease* - McGraw-Hill Book Co.

c. Records

1. *Doctors Make History* - American Medical Association

2. *Rainy Days* - National Safety Council

2. Printed Materials

a. Books

1. *The First Book of Microbes* - Lewis, Lucia Z. - Franklin Watts, Inc., Sub. of Grolier - $2.65

b. Pamphlets - Leaflets

1. *Materials on Communicable Diseases* - Oklahoma State Department of Health

c. Posters

1. *Soap Before Soup* - Travelers Insurance Company

3. Consultants

1. School Nurse, Doctor and Personnel from the county health clinic.

2. Representatives from the Oklahoma State Department of Health on air and water pollution.

UNIT VIII

The Human Body

(Recommended for Fifth or Sixth Grades)

A. Introduction: A thought provoking introduction to the study of the human body, its structure and function, often arises from the natural curiosities of ten and eleven year olds about the body and how it works. This age is the age of questioning, of experimentation, of reaching out for understanding of science, the world, and the heavens. Development of not only an understanding, but also an appreciation of the intricate wonder of the human organism and the processes of life is of tremendous significance.

In studying the human organism the children of this age should not be confused or bored by terminology beyond their need or comprehension. They should not have to memorize the names of bones and muscles, or the exact route of the blood from "right auricle to right ventricle." They should learn of body processes, basic functions of major body organs and systems, and be imbued with an appreciation of the wonder of life. Hopefully they may treat the "human machine" with greater respect, and care for it more rationally. Desirable outcomes in terms of behavioral changes which promote good physical health will increase as experiences are more meaningful and purposeful to the child.

B. General Objectives

1. To help pupils develop an appreciation of the body as a wonderful machine.
2. To develop an appreciation for the process of normal growth and development.
3. To promote interest in the proper care of the body and its various organs and systems.
4. To help students develop meaningful understandings of the structure and function of the body.
5. To understand the nature of human reproduction.

C. Concepts To Be Developed

1. The Chain of Life (Reproductive System)
   a. Human growth begins when a sperm from the father unites with an ovum (egg) from the mother.
   b. The baby grows in the mother's uterus for nine months until it is born. During this time all of the body sys-

tems and organs are formed from the fertilized ovum. This is a complicated process.

c. Growth and development proceed through infancy and childhood as the body organs and systems grow and mature.

d. Adolescence is the period when the body is preparing itself for adulthood.

e. The changes of puberty can be understood by watching the film *Human Growth.* Note to teachers: The film *Human Growth* is available from the Oklahoma State Department of Health. It is a simple film for children of about sixth or seventh grades. Before using it, you should preview it and involve your principal in the decision as to whether this type of education will be accepted in your community. The education of the parents may have to precede any attempt to teach children the facts concerning the origin of human life. In some situations it will be difficult to teach this in a mixed group of boys and girls, although both need the instruction.

2. The Body Framework

   a. The bones and joints form the framework of the body.

   b. Muscles are attached to the bones by tendons and enable the body to move.

   c. Using the body in the correct position is more efficient and less fatiguing. Good body mechanics result in a more attractive person.

3. The Heart and the Blood

   a. The circulatory system is the great transportation system of the body.

   b. Blood is often known as the "life-giving fluid."

   c. Vigorous exercise strengthens the normal heart.

4. The Respiratory System

   a. The lungs supply the body with oxygen and remove carbon dioxide.

   b. Foreign substances such as cigarette smoke and polluted air may injure the lungs if inhaled over a long period of time.

c. Some contagious diseases are spread by discharges from the lungs, the nose and throat.

5. The Digestive System

a. Digestion and absorption of food and fluids is the function of the digestive system. (See unit on nutrition)

6. Excretion

a. The kidneys remove wastes and water from the blood.

b. These wastes are stored in the bladder for a short time and excreted through the urethra.

7. The Skin

a. The skin, hair and nails are the protective covering of the body.

b. The skin secretes oil and perspiration. These are important to keep the body cool and the skin soft. Frequent bathing is necessary to prevent odors. Deodorants need consideration in the upper elementary children.

8. The Nervous System

a. The brain, spinal cord and nerves are the control and communication center of the body.

D. Suggested Activities

1. Make bulletin board displays showing various levels of growth such as a first grader, fifth grader, and ninth grader.

2. Demonstrate activities in which the small muscles of the body are being used (writing, reading, chewing); activities in which the large muscles are being used (lifting a heavy object, kicking a football).

3. Secure a model of a skeleton and demonstrate how it can be moved by elastic bands, properly placed to illustrate muscle tendon and ligament action.

4. Check posture of classmates using a string with stone attached to the end (string can hang from door facing). The string should be parallel with the tip of the ear, the hip bone, and the ankle if the posture is correct.

5. Listen to each other's heart beat using a stethoscope. Learn how to count the heart beat by taking the pulse rate.
6. Find out how rheumatic fever can injure the heart.
7. Discuss the effects of emotions and exercise on the pulse beat. Let students relate their own experiences.
8. Soak an uncooked small bone in vinegar for three days. Note how mineral matter dissolves causing bone to lose its strength and firmness. Make the same kind of experiment with a tooth.
9. Have pupils make up riddles about parts of the body and if children can answer them. Example:

   These bones form a cage.
   They protect the heart and lungs.
   Their name begins with the letter "r".
   What are they?

10. Dissect a beef heart so pupils can see its construction.
11. Set up demonstration of work of the lungs, using a bellows.
12. Examine a slide of a cross-section of skin.
13. Compare the work of the nervous system with a telephone exchange.

E. Resources

1. Audio-Visual Aids

a. Films

1. *Good Health Practices*, Part I - b&w - 10 min.

   (Eating, Toilet, Cleanliness, Rest & Sleep) To teach boys and girls health and safety habits. Oklahoma State Department of Health

2. *Good Health Practices*, Part II - b&w - 10 min.

   (Teeth, Eyes, Ear & Nose, Posture) To teach boys and girls health and safety habits. Oklahoma State Department of Health

3. *Molly Grows Up* (girls) - b&w - 15 min.

   Presents basic facts about menstruation with the story of a 13 year old girl as she experiences her first menstrual period. Oklahoma State Department of Health

4. *Human Growth* - color - 19 min.
   Traces human growth and development of the organism from mating through pregnancy and birth; from infancy through childhood; and adolescence to the adult form. Oklahoma State Department of Health

5. *Your Health at School* - b&w - 10 min.
   Illustrates what the school does to provide a pleasant, clean, healthful atmosphere and what the children themselves can do. Oklahoma State Department of Health

6. *Alexander Learns Good Health* - b&w - 11 min.
   In bold animation, Alexander delights children as he teaches them. Alexander eats too much and sleeps too little and is unable to play with his ball team. He improves his habits — proper diet, rest, cleanliness, exercise — later pitches a winning game. Oklahoma State Department of Health

7. *Digestion of Foods* - b&w - 11 min. - $1.85 (rental)
   Digestive processes, including the work performed in mouth, stomach, and small intestine; digestive movements; their control; relation of circulatory and nervous system to the digestive process. Oklahoma State University and University of Oklahoma

8. *Posture Habits* - b&w - 10 min.
   Develops posture consciousness and motivates the cultivation of good posture habits in the growing child. Oklahoma State Department of Health

9. *Learning About Our Bodies* - b&w - 10 min. - $1.85 (rental)
   Basic structure of the human body; position and function of major organs; necessity for good body care; uses animation and cinefluorography. University of Oklahoma

10. *About the Human Body* - color - 15 min.
    Explains major functions of skeletal, muscular, nervous, respiratory, digestive, and circulatory systems. A young boy is given a complete physical examination. Oklahoma Heart Association

11. *The Human Machine* - b&w - 14 min. - $2.25 (rental)
    Compares the preciseness of the body's parts and its efficiency of operation with man-made machines; how body parts function together as interdependent systems which are carefully balanced to

meet the needs of the whole body. Oklahoma State University and University of Oklahoma

12. *The Huffless, Puffless Dragon* - color - 8 min. This animated film, designed especially for elementary pupils, will hold their attention and will be entertaining as well as informative. American Cancer Society, Oklahoma Division

b. Filmstrips

1. *Care of Hair and Nails* - Encyclopaedia Britannica Films, Inc.
2. *How to Grow Well and Strong* - McGraw-Hill Book Co.
3. *Your Bloodsystem* - 30 frames - Oklahoma Heart Association
4. *You the Living Machine* - Encyclopaedia Britannica Films, Inc.
5. *Your Bones and Muscles* - Jim Handy Organization
6. *The Human Body* - National Dairy Council
7. *Cigarettes and Health*: A Challenge to Educators - Oklahoma Interagency Council on Smoking and Health
8. *I'll Choose the High Road* (Teachers Guide Included) American Cancer Society, Oklahoma Division

c. Records - Tapes

1. *My Heart and I* - Oklahoma Heart Association

2. Printed Materials

a. Books

1. *True Book of Health* - Haynes, Olive - Children's Press $2.50
2. *Your Manners Are Showing* - Betz, Betty - Grosset & Dunlap, Inc. - $3.50
3. *Human Growth* - Beck, Lester F. - Harcourt, Brace & World, Inc. - $3.50
4. *How Your Body Works* - Schneider, Herman & Nina - Wm. R. Scott Publishing Co. - $3.50
5. *Health For All* (Teacher Ed.) - Books 5 & 6 - Scott, Foresman and Co. - $2.01

b. Pamphlets - Leaflets

1. *When I Grow Up* - National Dairy Council
2. *Wonder Stories of the Human Machine* - American Medical Association
3. *How the Doctor Examines Your Heart* - American Heart Association
4. *A Story About You* - American Medical Association and National Education Association
5. *What You Should Tell Your Parents About Smoking* - Oklahoma Heart Association
6. *I'll Choose the High Road* (To accompany filmstrip) - American Cancer Society, Oklahoma Division

c. Posters - Displays

1. Heart Chart - *Your Heart and How It Works* - 17"x22" - Oklahoma Heart Association
2. *Human Body* - Owen Publishing Co.
3. *Respiratory Chart* - Oklahoma Tuberculosis and Respiratory Disease Association
4. *I Don't Smoke Cigarettes* (Series) - American Cancer Society, Oklahoma Division

d. Models

1. *Model Heart* - Oklahoma Heart Association
2. *Model Skeleton* - Stephenson School Supply Co.

3. Consultants

a. Invite county or school health nurse to speak on importance of personal hygiene.

INDEX
RESOURCE MATERIALS

I. Books

Holt, Rinehart & Winston, Inc., 383 Madison Ave., New York,
American Red Cross, Oklahoma Chapter, 323 N.W. 10th, Oklahoma City, Okla. 73103

Childrens' Press, 1224 W. Van Buren St., Chicago, Ill. 60612

Dutton, E. P. & Co., Inc., 201 Park Ave. S., New York, N. Y. 10003

Follett Publishing Co., 1010 W. Washington Blvd., Chicago, Ill. 60607

Grosset & Dunlap, Inc., 51 Madison Ave., New York, N. Y. 10010

Harcourt, Brace & World, Inc., 757 Third Avenue, New York, N. Y. 10017

Harper & Row Publishers, El-Hi Division, 2500 Crawford Ave., Evanston, Ill. 60201
N. Y. 10017

Laidlaw Brothers, Thatcher & Madison Aves., River Forest, Ill. 60305

Lippincott, J. B., Co., E. Washington Square, Philadelphia, Pa. 19105

MacMillan Co., Sub. of Crowell, Collier, and MacMillan, 60-5th Ave., New York, N. Y. 10022

McGraw-Hill Book Co., 330 W. 42nd St., New York, N. Y. 10036

Morrow, William & Co., 425 Park Ave. S., New York, N. Y. 10016

Prentice-Hall International Inc., Englewood Cliffs, New Jersey 07632

Random House, Inc., Subs. of Radio Corporation of America, 457 Madison Ave., New York, N. Y. 10022

Scott, Foresman & Co., 433 E. Erie St., Chicago, Ill. 60611

Scott, Wm. R., Publishing Co., 333 Ave. of Americas, New York, N. Y. 10014

Scribner's, Charles, Sons, 697-5th Ave., New York, N. Y. 10017

Silver Burdett Co., Park Ave. & Columbia Road, Morristown, N.J. 07960

Summy-Birchard Publishing Co., 1834 Ridge Ave., Evanston, Ill. 60204

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Watts, Franklin, Inc., Sub. of Grolier, 575 Lexington Ave., New York, N. Y. 10022

II. Films

American Automobile Association, 2239 N.W. 39th, Oklahoma City, Oklahoma 73112

American Cancer Society-Oklahoma Division, 1401 N. Robinson, Oklahoma City, Oklahoma 73112

Association Films, Inc., 1621 Dragon St., Dallas, Texas 75207

Athletic Institute, 209 S. State St., Chicago, Ill. 60604

Avis Films, P.O. Box 643, Burbank, California 91503

Coronet Films, 65E S. Water St., Chicago, Ill. 60601

Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill. 60091

Ideal Pictures, Inc., 1010 Church St., Evanston, Ill. 60201

Modern Talking Picture Service, 45 Rockefeller Plaza, New York, N. Y. 10020

National Rifle Association, 1600 Rhode Island Ave., N.W., Washington, D.C. 20036

Oklahoma Dental Foundation, 222 Plaza Circle, Oklahoma City, Okla. 73103

Oklahoma Heart Association, 825 N.E. 13th, Oklahoma City, Okla. 73104

Oklahoma State Department of Health, 3400 N. Eastern, Oklahoma City, Okla. 73105

Oklahoma State University, Audio-Visual Center, Stillwater, Okla. 74075

Southwestern Bell Company, Film Library, c/o Vaseco, Inc., 2301 Classen Blvd., Oklahoma City, Okla. 73106

University of Oklahoma, Audio-Visual Education, Norman, Okla. 73069

III. Filmstrips

American Cancer Society-Oklahoma Division, 1401 N. Robinson, Oklahoma City, Okla. 73103

American Dental Association, 211 E. Chicago Ave., Chicago, Ill. 60611

Cereal Institute, Inc., 135 S. LaSalle St., Chicago, Ill. 60603

Curriculum Filmstrips, 1319 Vine St., Philadelphia, Pa. 19102

Encyclopaedia Britannica, Inc., 1150 Wilmette Ave., Wilmette, Ill. 60091

Jim Handy Organization, 2821 E. Grand Blvd., Detroit, Michigan 48211

National Livestock & Meat Board, Home Economics Dept., 407 S. Dearborn St., Chicago, Ill. 60605

Oklahoma Interagency Council on Smoking and Health, Oklahoma State Department of Health, 3400 North Eastern, Oklahoma City, Okla. 73105

Oklahoma Tuberculosis and Respiratory Disease Association, 2442 N. Walnut, P.O. Box 3303, Oklahoma City, Okla. 73105

Popular Science Publishing Co., Inc., 355 Lexington Ave., New York, N. Y. 10017

Society for Visual Education, 1345 Diversey Parkway, Chicago, Ill. 60061

Young American Films, Inc., 18 E. 41 St., New York, N. Y. 11232

IV. Models

Oklahoma Heart Association, 825 N.E. 13th, Oklahoma City, Okla. 73104

Stephenson School Supply Co., 935 "O" St., Lincoln, Nebraska 68508

V. Pamphlets

Aetna Life Affiliated Companies, Education Department, 151 Farmington Ave., Hartford, Conn. 06015

American Association for Health, Physical Education and Recreation, 1201-16th St., N.W., Washington, D.C. 20036

American Automobile Association, Pennsylvania Ave. at 17th St. N.W., Washington, D.C. 20006

American Hearing Society, 919-18th St. N.W., Washington, D.C. 20036

American Cancer Society-Oklahoma Division, 1401 N. Robinson, Oklahoma City, Okla. 73103

American Dental Association, 211 E. Chicago Ave., Chicago, Ill. 60611

American Institute of Baking, 400 E. Ontario St., Chicago, Ill. 60611

American Medical Association, 535 N. Dearborn St., Chicago, Ill. 60610

American Public Health Association, 1740 Broadway, New York, N. Y. 10019

American School Health Association, 515 E. Main St., Kent, Ohio 44240

American Social Hygiene Association, 1740 Broadway, New York, N. Y. 10019

Bicycle Institute of America, Inc., 122 E. 42nd St., New York, N. Y. 10017

Borden Company, Public Relations Department, 350 Madison Ave., New York, N. Y. 10017

Church & Dwight Co., Inc., 70 Pine St., New York, N. Y. 10005

Dairy Council of Tulsa, 312 Wright Bldg., Tulsa, Okla. 74103

Department of Health Education & Welfare, Washington, D.C. 20202

Evaporated Milk Association, 228 N. LaSalle St., Chicago, Ill. 60601

Goodyear Tire and Rubber Co., 1144 E. Market St., Akron, Ohio 44316

John Hancock Mutual Life Insurance Co., 200 Berkeley, Boston, Mass. 02101

Kellogg Co., Department of Economics, Battle Creek, Mich. 49016

Kemper Insurance Co., 4750 Sheridan Road, Chicago, Ill. 60640

National Committee for Mental Hygiene, 1740 Broadway, New York, N. Y. 10019

National Dairy Council, 111 N. Canal St., Chicago, Ill. 60606

National Education Association, 1201-16th St., N.W., Washington, D.C. 20006

National Fire Protection Association, Public Relations Department, 60 Batterymarch St., Boston, Mass. 02110

National Rifle Association, 1600 Rhode Island Ave. N.W., Washington, D.C. 20036

National Safety Council, 425 N. Michigan, Chicago, Ill. 60611

National Vitamin Foundation, Inc., 250 W. 57th St., New York, N. Y. 10019

Nutrition Association of Greater Cleveland, Room 1015, 1001 Huron Road, Cleveland, Ohio 44115

Nutrition Foundation, Inc., 99 Park Ave., New York, N. Y. 10016

Ohio Department of Highway Safety, 240 Parsons Ave., Columbus, Ohio 43205

Oklahoma Heart Association, 825 N.E. 13th, Oklahoma City, Okla. 73104

Oklahoma Highway Patrol, 210 N.E. 4th, Oklahoma City, Okla. 73104

Oklahoma Society for Prevention of Blindness, Inc., 430 N.W. 12th, Oklahoma City, Okla. 73103

Oklahoma Tuberculosis and Respiratory Disease Association, 2442 N. Walnut, P.O. Box 3303, Oklahoma City, Okla. 73105

Oklahoma Wildlife Conservation Department, 1801 Lincoln Blvd., Oklahoma City, Okla. 73105

Optical Society of America, 1155-16th N.W., Washington, D.C. 20036

Proctor & Gamble Co., 301 E. 6th St., Cincinnati, Ohio 45201

Prudential Insurance Company of America, Public Relations and Advertising, Newark, N. J. 07101

Sunkist Growers, Inc., Advertising Division, Consumer Service Dept., Box 2706 Terminal Annex, Los Angeles, California 90054

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

VI. Posters

American Cancer Society-Oklahoma Division, 1401 N. Robinson, Oklahoma City, Okla. 73103

American Dental Association, Order Department, 211 E. Chicago Ave., Chicago, Ill. 60611

Mechanical Manikin, 438 N. Parish Place, Burbank, Calif. 91506

National Dairy Council, 111 N. Canal St., Chicago, Ill. 60606

Oklahoma Tuberculosis and Respiratory Disease Association, 2442 N. Walnut, P.O. Box 3303, Oklahoma City, Okla. 73105

Owen Publishing Co., F.A., Dansville, New York 14437

Proctor & Gamble Co., 301 E. 6th St., Cincinnati, Ohio 45201

Sonotone Corporation, P.O. Box 200, Elmsford, New York 10523

Travelers Insurance Co., Kermac Building, Oklahoma City, Okla. 73102

VII. Records

American Association for Health, Physical Education and Recreation, 1201-16th St., N.W., Washington, D.C. 20036

American Medical Association, 535 Dearborn St., Chicago, Ill. 60610

Children's Record Center, 2858 W. Pico Blvd., Los Angeles, Calif. 90006

Crystal Records, Jeri Productions, 1252 S. Berendo, Los Angeles, Calif. 90006

Jr. Chamber of Commerce, Supplies Dept., Box 7, Tulsa, Okla. 74101

National Safety Council, 425 N. Michigan Ave., Chicago, Ill. 60611

New York State University College of Agriculture, Cornell University, Ithaca, N. Y. 14851

Timely Tunes Publishing Co., 2559 W. Pico Blvd., Los Angeles, Calif. 90006

Additional Sources of Health Education Materials

Teachers should utilize the many materials available through governmental, professional, and industrial agencies. Materials in many cases are available free or with a minimum expense to cover postage for mailing.

Teachers are urged to examine these sources carefully, to write for current descriptive literature and catalogues of material, and to begin accumulating items that are suitable and will contribute to the richness of their health education programs.

The Federal Government Agencies:

Office of Education
Public Health Service
National Institute of Health
Children's Bureau
Library of Congress
Department of Agriculture